RENEW Integrity Tool (RIT)
Practice Fidelity Tool V.4
(Malloy, Francoeur, Cloutier, Drake, & Haber, 2016)

Instructions: The RENEW Integrity Tool is designed to: 1) assess fidelity of implementation of the RENEW practice, 2) assess the professional development needs of RENEW facilitators, 3) provide evidence toward attainment of RENEW Facilitator Certification, and, 4) assess the quality of RENEW service delivery.

The RIT is completed by the Facilitator's RENEW coach, in a meeting with the coach. The coach should conduct an in-person or video-recorded observation of <u>at least one mapping</u> and <u>one team meeting</u> and complete one Meeting Facilitation Observation Form at the end of this document for a mapping meeting and one for a team meeting. There should be one RIT conducted per each youth the Facilitator serves, 4-6 months after the first mapping meeting. It can be repeated in another 3-6 months per youth if needed or if the Facilitator would like additional feedback.

Fidelity of implementation is achieved when the score is 80% or higher in <u>each</u> domain. Domains under 80% may guide discussion for improvement and additional training and mentoring.

Please refer to standards on RENEW webpage if the Facilitator is seeking RENEW Facilitator certification.

Youth ID:_____ Coach Administering the RIT:_____ Date of RIT:_____

Facilitator:_____
Agency/School:_____

Dates Facilitator Received Training:_____

Date youth enrolled in RENEW (consent signed): _____ Date of first Mapping meeting:_____

Domain #1: Start up Process Adherence	YES (2)	Partial (1)	NO (0)	N/A (not applicable because youth dropped out)

Domain #1: Start up Process Adherence	YES (2)	Partial (1)	NO (0)	N/A (not applicable because youth dropped out)
1. The facilitator has completed the 3-day foundational training and has participated in all required booster trainings. (Training roster)		■		
2. The youth has received an orientation to the RENEW process as described in the RENEW manual (Ask Facilitator).		■		
3. The parent has received an orientation to the RENEW process as described in the RENEW manual (Ask Facilitator).		■		
4. The Roles and Responsibilities agreement was discussed with and signed by the youth. (document review)		■		
5. The first futures plan mapping meeting was held within 3 weeks after the Roles and Responsibilities Agreement was signed. (Tracker/Calendar/Database - Score "1" if within 3-5 weeks, and "0" if more than 5 weeks)				
6. The initial futures plan (9 maps) was completed within 30 weekdays or school days from day it was initiated. (Tracker/Calendar/Database) (Score "1" for 30-45 weekdays and "0" for more than 45 days)				
7. The first individual youth team meeting was held within 3 weeks or 15 school days of map completion. (Tracker/Calendar/Database) (Score "1" for 3-6 weeks, and "0" for more than 6 weeks or if there have been no meetings)				
8. A written Youth/Team plan was initially developed within first 1-3 team meetings. (Calendar/Youth/Team Action Plan). (Score a "1" if 4-5 meetings, and "0 if more than 5 meetings)				
SCORE for Start Up Process Adherence: Total Points =_____/ 16 total possible points = _____ %				

Domain #2: Engagement and Youth-Led Futures Planning	Fully Implemented (4)	Mostly (3)	Somewhat (2)	Minimally (1)	Never (0)
1. The youth chose who would be on the core team and who	Facilitator identifies who	Most, but not all identified	Only some participants (not	Youth had some involvement in	Youth was not involved in

Domain #2: Engagement and Youth-Led Futures Planning	Fully Implemented (4)	Mostly (3)	Somewhat (2)	Minimally (1)	Never (0)
participated in his or her mapping meetings. (Ask Facilitator, Meeting Schedule Tracker)	participated in meetings, and that all participants were selected by youth	participants were selected by youth	the majority) were selected by youth	discussing who would participate but did not make final decisions.	discussion of who would participate in meetings.
2. Mapping was conducted on flip chart paper (or similar visual) and all maps were completed: History, Today, Strengths/Accomplish-ments, People, Preferences, Dreams, Fears, Goals, Next Steps. (Review the MAPS)	There is documentation that flip charts (or similar visual) were used to complete all 9 MAPS		There is documentation that flip charts (or similar visual) were used for between 5-9 of the MAPS		There is documentation that flip charts (or similar visual) were used to complete 4 or fewer of the MAPS
3. Facilitator demonstrated active listening, empathy, positive responses (Meeting Facilitation Observation Form)	Facilitator scored 85% or above on Meeting Facilitation Observation Form	Facilitator scored 70% -84% on Meeting Facilitation Observation Form *completed for Futures Mapping sessions*	Facilitator scored 50%-70%% or above on Meeting Facilitation Observation Form *completed for Futures Mapping sessions*	Facilitator scored 25%-49%% or above on Meeting Facilitation Observation Form *completed for Futures Mapping sessions*	Facilitator scored below 25% on Meeting Facilitation Observation Form *completed for Futures Mapping sessions*
4. The youth led the process of identifying strengths, goals, roadblocks, and needs for support and help. (Meeting Facilitation Observation and MAPS)	The youth led the process of identifying strengths, goals, roadblocks, and support needs.		There is evidence that the adults led some parts of the process of identifying strengths, goals, roadblocks, and support needs.		There is little evidence that the youth led the process of identifying strengths, goals, roadblocks, and support needs.
5. At the end of the initial mapping process, the youth and facilitator identified specific priorities, next steps, and criteria for successful	There is a documentation of specific goals, objectives, next steps, and		There is some evidence of specific goals, objectives, next steps, and criteria for success.		There is little evidence of specific goals, objectives, next steps, and criteria for success.

Domain #2: Engagement and Youth-Led Futures Planning	Fully Implemented (4)	Mostly (3)	Somewhat (2)	Minimally (1)	Never (0)
outcomes. (MAPS and Youth/Team Action plan).	criteria for success developed with the youth.				
6. Youth attended every scheduled MAPPING meeting, unless the student was not in school or sick. (Tracker/Database or calendar/schedule)	Youth attended every mapping meeting	Youth attended 75-99% of mapping meetings	Youth attended 50-74% of mapping meetings	Youth attended 25%-49% of mapping meetings	Youth attended fewer than 25% of mapping meetings
TOTAL SCORES					

Fidelity SCORE for Engagement & Mapping:

1. Total Points: _____/24 = _____%

Domain # 3: Developing and Facilitating Effective Team Meetings	Fully Implemented (4)	Mostly (3)	Somewhat (2)	Minimally (1)	Almost Never (0)
1. The youth and facilitator worked together to identify and invite people who were critical to the accomplishment of the goals (Ask Facilitator, Preparing for a Meeting Form, or Next Steps MAP).	There is documentation that the youth and facilitator worked together to identify and invite people who were critical to the accomplishment of the goals 100% of the time		Some of the people were identified by the youth, and others were not		There little evidence that the youth and facilitator worked together to identify and invite people who were critical to the accomplishment of the goals

Domain # 3: Developing and Facilitating Effective Team Meetings	Fully Implemented (4)	Mostly (3)	Somewhat (2)	Minimally (1)	Almost Never (0)
2. The parent/caregiver was invited to be a member of the youth's team (Ask Facilitator and consult Meeting Schedule Tracker)	There is evidence that the youth's parent/caregiver was invited to the youth's meetings		The parent/caregiver was invited to some but not all of the meetings.		The youth's parent/caregiver was not invited to attend meetings
3. There was an agenda and evidence that the facilitator tried to help team members to understand their roles and purpose of meetings (View Meeting Agenda or Youth/Team Action Plan, Preparing for a Team Meeting Form, and/or ask Facilitator)	There were written agendas for every meeting and orientation for every team member		There were written agendas for 50% - 80% of the meetings and orientation for 50%-80% of team members		There were written agendas for fewer than 50% of the meetings and fewer than 50% of team members were oriented
4. The youth developed the groundrules and agendas for the meetings. (Ask Facilitator, Youth/Team/Action Plan, and view Groundrules)	Groundrules and agendas indicate youth input 100% of time		Groundrules and agendas indicate youth input approximately 50% of time		No indication that youth developed groundrules and agendas
5. The first 1-3 meeting(s) resulted in a written Youth/Team Action Plan with (1) goals, (2) objectives, (3) timeframes, (4) outcomes, and (5) persons assigned to each objective. (Youth/Team Action Plan)	There is a written Youth/Team plan with all 5 elements completed	There is written Youth/Team plan with 4 of the elements completed	There is a written Youth/Team plan with 2-3 of the elements completed	There is a written Youth/Team plan with 1 of the elements completed	There is no written Youth/Team plan or the plan has 0 of the 5 elements completed.

Domain # 3: Developing and Facilitating Effective Team Meetings	Fully Implemented (4)	Mostly (3)	Somewhat (2)	Minimally (1)	Almost Never (0)
6. Data was integrated into the Youth/Team plan. (Youth/Team Action Plan)	Plan includes measures of success and data points for 80%-100% of the activities	Plan includes measures of success and data points for 50%-79% of the activities	Plan includes measures of success and data points for 25%-49% of the activities	Plan includes measures of success and data points for fewer than 25% of the activities	There are no measures of success or data points.
7. The input and perspectives of all group members, especially those of the youth and parent, were considered in the development of the Youth/Team Action Plan. (Youth/Team Action Plan)	The input and perspectives of most team members was evident in the Youth/Team plan		The input and perspectives of some team members was evident in the Youth/Team plan		There is no evidence that the input and perspectives of most team members was in the Youth/Team plan
8. Team members followed through on their assignments. (Youth/Team Action Plan and/or notes, ask Facilitator)	Notes show that team members followed through 75-100% of the time		Notes show that team members followed through 50-74% of the time		Notes show that team members followed through less than 50% of the time
9. Progress towards action steps using data and strategies was reviewed at every meeting (Ask Facilitator and Youth/Team Action Plan)	Youth/Team Action Plan shows that data was reviewed at every meeting		Youth/Team Action Plan shows that data was reviewed at 50% of the meetings		Youth/Team Action Plan shows that data was reviewed at fewer than 50% of the meetings

Domain # 3: Developing and Facilitating Effective Team Meetings	Fully Implemented (4)	Mostly (3)	Somewhat (2)	Minimally (1)	Almost Never (0)
10. The facilitator demonstrated use of positive facilitation techniques (Meeting Facilitation Observation Form)	Facilitator scored 80% or higher on Meeting Facilitation Observation Form *completed for team meetings*	Facilitator scored between 60-79% on Meeting Facilitation Observation Form *completed for team meetings*	Facilitator scored between 40-59% on Meeting Facilitation Observation Form *completed for team meetings*	Facilitator scored between 25-39% on Meeting Facilitation Observation Form *completed for team meetings*	Facilitator scored below 25% on Meeting Facilitation Observation Form *completed for team meetings*
11. Successes were celebrated (Ask Facilitator for specific examples)	Successes were noted at every meeting		Successes were noted at @ 50% of the meetings		Successes were rarely noted in the meetings
12. Problem-solving was always conducted in collaboration and with the youth's input (Ask Facilitator)	Problem-solving was conducted with the youth's input 100% of the time	Problem-solving was conducted with the youth's input 80-99% of the time	Problem-solving was conducted with the youth's input 50-79% of the time	Problem-solving was conducted with the youth's input 25-49% of the time	Problem-solving was conducted with the youth's input less than 25% of the time
SCORE for Team Development and Facilitation: Total Points:_____/48 Total Possible= _____%					

Domain #4: Building Career-related Supports (Social Capital)	Fully Implemented (4)	Mostly (3)	Somewhat (2)	Minimally (1)	Almost Never (0)

Domain #4: Building Career-related Supports (Social Capital)	Fully Implemented (4)	Mostly (3)	Somewhat (2)	Minimally (1)	Almost Never (0)
1. Youth was connected to meaningful & positive natural supports. (Youth/Team Action Plan and ask Facilitator)	Evidence that a family member, teacher or other non-paid helper provided link to a job, tutoring, driver's license or other support		Youth was offered help to get a job, tutoring, driver's license or other support		No informal/natural supports were offered or used by the youth
2. Behavior supports were provided as indicated by the youth's needs and plan. (Youth/Team Action Plan and ask Facilitator)-skip if not a youth priority	There was a behavioral assessment and behavior supports provided to the youth		There was an informal assessment of behavior needs		The youth's behavior in school or in the community was not addressed in meetings
3. Education supports were provided to the youth. (Youth/Team Action Plan and ask Facilitator)-skip if not a youth priority	There is evidence that education needs were identified and fully addressed by team		Education needs were noted and some were addressed by team		The youth's education needs were not discussed or addressed
4. Youth was connected to career and employment development activities (Youth/Team Action Plan and ask Facilitator); skip if not a youth priority	There is evidence that the youth was connected to career exploration, independent living, and other career development activities		The youth was referred to or told about career development activities		There is no evidence that the team talked about or addressed career development activities with the youth

Domain #4: Building Career-related Supports (Social Capital)	Fully Implemented (4)	Mostly (3)	Somewhat (2)	Minimally (1)	Almost Never (0)
5. Youth was connected to critical formal supports (MH, VR) (Youth/Team Action Plan, Meeting Tracker, and ask Facilitator); skip if not a youth priority	Team members helped the youth to enroll in VR (and MH services, if possible), and collaborates with other agencies (such as JJ, Child protection)	Team members helped the youth to connect to formal supports and there has been some follow up	Team members referred youth to VR and MH, other agencies, with no follow up	Team members discussed referrals to VR and MH, other agencies, with no follow up	There has been no connection to formal supports
6. Youth was connected to community-based resources and activities (such as clubs, sports teams) (Youth/Team Action Plan, Meeting Scheduling Review Form and ask Facilitator); skip if not a youth priority	The team has connected the youth to a community group or activity that he/she participates in and did not have before RENEW	The team helped the youth connect to a community group or activity that he/she did not have before RENEW	A community activity or group has been identified and there are plans to link the youth	The youth and team have discussed community involvement in a broad way	There has been no discussion or engagement in community activities for the youth
SCORE for Education & Employment supports: Total Points:_____/24 Total Possible (subtract items that are not relevant)= _____%					

Domain #5: Exit from RENEW	Fully Implemented (4)	Mostly (3)	Somewhat (2)	Minimally (1)	Almost Never (0)
1. Youth exit from RENEW was planned, and was positive (Youth/Team Action Plan, Facilitator Interview); skip if youth has not exited RENEW	There is a written exit plan and evidence that youth achieved all planned goals	There is a written exit plan and evidence that youth achieved 50% or more of planned goals	There is a written exit plan and indications of some goal attainment	There is a written exit plan	There is no written exit plan or indication of goal achievement

Domain #5: Exit from RENEW	Fully Implemented (4)	Mostly (3)	Somewhat (2)	Minimally (1)	Almost Never (0)
Fidelity SCORE for Ongoing Process Fidelity : Total Points:_____/ 4 Total Possible(subtract items that are not relevant): = _____%					

RIT SUMMARY SCORES

Domain	Score	Domain %
1. Start-up process adherence		
2. Engagement and Youth Led Futures Planning		
3. Developing and Facilitating Effective Team Meetings		
4. Building Career-Related Supports (Social Capital)*		
5. Exit from RENEW*		
* Reminder: do not include total possible points for items that are not relevant		

NOTE: Implementation with fidelity is a score of 80% or higher in <u>each</u> category.

FACILITATOR DEVELOPMENT PLAN

Domain	Strengths	Professional Development Action Items
1. Start-up process adherence		
2. Engagement and Youth Led Futures Planning		

Domain	Strengths	Professional Development Action Items
3. *Developing and Facilitating Effective Team Meetings*		
4. *Building Career-Related Supports (Social Capital)*		
5. *Exit from RENEW*		

RENEW Integrity Tool (RIT)

Meeting Facilitation Observation

INSTRUCTIONS: This checklist should be completed with new facilitators and at least once a year by a supervisor or trainer to ensure that the facilitator is using best practices and high quality facilitation techniques. The checklist is completed by observing a facilitator in at least one futures planning meeting with a youth. This checklist may be used as part of a staff evaluation. This checklist includes a list of skills from descriptions and training frameworks for group facilitation (Patty Cotton, 2003; Sam Kaner & David Sibbet, 2000).

Facilitator_____   Observer_____   Date of Observation_____

Indicator and Behavior The facilitator…….	Always Present (90%+) (3)	Sometimes Present (50-90%) (2)	Seldom or Present (less than 50%) (1)	Comments
1. Is neutral; s/he does not take sides and does not express or advocate points of view during the process.				
2. Is aware of group and organization dynamics, in order to foster natural group strengths.				
3. Supports and ensures that the youth is respected and is the primary authority regarding his/her life decisions.				
4. Creates procedures for and effectively facilitates meetings (i.e., well developed agendas, decision making methods, ground rules, etc.)				
5. Uses clear and simple language that ensures that all individuals stay with the process rather than rush to premature solutions.				
6. Manages conflicts within the group and uses the incidents as learning opportunities for the process itself.				

Indicator and Behavior The facilitator…….	Always Present (90%+) (3)	Sometimes Present (50-90%) (2)	Seldom or Present (less than 50%) (1)	Comments
7. Uses facial expressions and body language that expresses empathy and understanding (looks at the person speaking, summarizes, reflects, appropriately).				
8. Elicits positive responses from the youth (he/she wants to talk more, affirms that he or she has been heard, etc.)				
9. Asks open-ended questions and questions that promote exploration of ideas and insight				
10. Shows patience, let's silence occur, and does not talk to fill space				
11. Uses the flip charts recording to facilitate group and individual learning				
12. Records, summarizes and shares information such that it is accessible to and clear to everyone.				
13. The facilitator tells the youth what will happen, and next steps (orients and summarizes).				

Meeting Facilitation Observation

Total Number of Points Achieved:_____/39 Total Possible Points: _____%

RENEW Implementation Checklist (RIC)

V.3 March 2017

(Malloy, Cloutier, Drake & Francoeur, 2017)

Adapted from:

Benchmarks for Advanced Tiers; Anderson, Childs, Kincaid, Horner, George, Todd, Sampson, & Spaulding: May 2011

The RENEW Implementation Checklist (RIC) is designed to help the RENEW Implementation Team self-assess and monitor the school/agency's level of implementation. The RIC is based on items drawn from the Individual Student Systems Evaluation Tool (I-SSET) and the Benchmarks for Advanced Tiers (BAT), and is designed to answer three questions:

1. Is there a plan in place to implement and support RENEW?
2. Are staff meeting RENEW implementation benchmarks?
3. Is there a system in place to ensure that RENEW is effectively implemented and sustained?

The RIC is filled out quarterly at start up by the RENEW Implementation Team. The RIC is used to assess current status, progress, and planning to improve RENEW implementation.

School/Agency: _____Date Checklist Started: _____/_____/_____**Team Leader/Coordinator:** _____

Team Members: _____

INSTRUCTIONS: A team that is responsible for RENEW implementation should complete the RIC when the team first forms (baseline) and at least every 6 months thereafter. Team members should be trained in the use of the RIC by someone familiar with the measure. The RIC is completed by the team as a group or by each member independently. If completed independently, the team reconvenes and should reach consensus on the score for each item. If there is no team in the school/agency that is responsible for RENEW implementation, then the RIC should be completed by a group of the individuals with the most knowledge and involvement in providing supports for youth with significant emotional and behavioral support needs.

Rate each item for implementation: "2" fully in place, a "1" partially in place, or a "0" not yet started. Priority ratings are "H" for high priority, "M" for Medium and "L" for low priority.

After completion of the RIC, use the *Action Plan* template to develop a timeline for moving forward on targeted and intensive interventions.

RENEW Implementation Checklist (RIC)

	Scores			
	Baseline: ___/___/20___	6th month: ___/___/20___	12th month: __/___/20___	18th month: __/___/20___
Critical Component #1: Foundations	2-Fully in Place 1-Partially in Place 0-Not Yet Started H-High priority M-Medium priority L- Low priority	2-Fully in Place 1-Partially in Place 0-Not Yet Started H-High priority M-Medium priority L- Low priority	2-Fully in Place 1-Partially in Place 0-Not Yet Started H-High priority M-Medium priority L- Low priority	2-Fully in Place 1-Partially in Place 0-Not Yet Started H-High priority M-Medium priority L- Low priority
1. The school/agency has assessed its readiness to implement RENEW (Completed RENEW Readiness Checklist) and made a decision to move forward.				
2. There is a RENEW Implementation Team that meets at least 1x/mo and has operational guidelines (Completed Collaborative Team Checklist).				
3. There is consensus on the mission of the RENEW Implementation Team revisited at least annually: -Purview of responsibilities -Population -Scope of team's work -Purpose of Team				
4. Team reviewed data and developed Goals and Objectives for 20___-20___:				

	Baseline: ___/___/20__	6th month: ___/___/20__	12th month: __/___/20__	18th month: __/___/20__
-Based upon data -Measurable objectives -Action items -Measurable criteria for success				
5. Team developed eligibility criteria and decision rules about RENEW. The rules are followed by staff.				
6. The school/agency has strong working relationships with key community partners (vocational rehabilitation, family organizations, behavioral health, child protection, juvenile justice, etc.).				
7. Team has been trained in and uses a structured data-based decision making process at every meeting.				
Critical Component # 2: Training and Technical Assistance	Baseline: ___/___/20__ 2-Fully in Place 1-Partially in Place 0-Not Yet Started H-High priority M-Medium priority L- Low priority	6th month: ___/___/20__ 2-Fully in Place 1-Partially in Place 0-Not Yet Started H-High priority M-Medium priority L- Low priority	12th month: __/___/20__ 2-Fully in Place 1-Partially in Place 0-Not Yet Started H-High priority M-Medium priority L- Low priority	18th month: __/___/20__ 2-Fully in Place 1-Partially in Place 0-Not Yet Started H-High priority M-Medium priority L- Low priority
8. Team has identified, scheduled training, and provides resources (time) so that staff can be effective RENEW Facilitators.				
9. There is a contract in place for consultation and coaching for RENEW Facilitators.				

	Baseline: ___/___/20__	6th month: ___/___/20__	12th month: ___/___/20__	18th month: ___/___/20___
10. Team has identified, trained and provided resources (time) for internal RENEW coaching.				
Critical Component # 3: Ongoing Progress Monitoring, Support, and Sustainability	Baseline: ___/___/20__ 2-Fully in Place 1-Partially in Place 0-Not Yet Started H-High priority M-Medium priority L- Low priority	6th month: ___/___/20__ 2-Fully in Place 1-Partially in Place 0-Not Yet Started H-High priority M-Medium priority L- Low priority	12th month: ___/___/20__ 2-Fully in Place 1-Partially in Place 0-Not Yet Started H-High priority M-Medium priority L- Low priority	18th month: ___/___/20___ 2-Fully in Place 1-Partially in Place 0-Not Yet Started H-High priority M-Medium priority L- Low priority
11. The team reviewed the list of youth eligible for RENEW (Strengths and Needs Checklist), ensured quick enrollment and identified disposition of youth at every meeting (Tracker).				
12. The Tracker or equivalent data system is in place and the team reviews implementation benchmarks at least 1x/mo. (Tracker).				
13. Outreach and education activities took place about RENEW to key stakeholder groups.				
14. There is a process in place using data to assess youth retention, achievement of benchmarks, and outcomes.				
15. There is a periodic (at least bi-annual) evaluation of the				

cost/benefit of RENEW implementation.				
16. The team assesses youth and family satisfaction with RENEW (YFIT) at least 2x/year.				
17. The team assesses and reviews fidelity of implementation (conducts RITs) at least 2x/year.				

SCORING SUMMARY

RIC results are summarized as a percent of features implemented score for each of the 3 Areas:

Critical Component	SCORES	PERCENTAGES
1. Foundations	____/14	%
2. Training and Technical Assistance	____/6	%
3. Ongoing Support and Progress Monitoring	____/14	%
TOTAL SCORE	____/34	%

Action Plan for Building RENEW System Support

Use the scores on the RIC to build an action plan. Identify areas that are a "1" or a "0" on the list as items that should be addressed in the table. Next, review all steps that require action and highlight activities that are judged by the team as priorities. Some activities may not be initiated until the subsequent school year; in this case, simply note the year in which the activity will be targeted. Finally, assign responsibility for keeping work on this activity progressing to one or more individuals in the school.

Components	Action Steps	Who	When
A. Foundations- • RENEW has been carefully selected • There is a representative team • There is a point person • There are selection processes for youth and Facilitators • Facilitators are trained and matched to youth	a.		
	b.		
	c.		
	d.		
	e.		

RENEW Implementation Checklist (RIC)

Components	Action Steps	Who	When
B. Training and Technical Assistance • High-quality RENEW Facilitator and coaching training is obtained • High quality external coaching and technical assistance are obtained • High quality data-based decision practices are in place	a.		
	b.		
	c.		
	d.		
	e.		

Components	Action Steps	Who	When
C. Ongoing Support, Progress Monitoring and Sustainability • An internal coach is developed and supported • Youth exit data are analyzed • An annual plan is developed and followed	a.		
	b.		
	c.		
	d.		
	e.		